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ABSTRACT

A study investigated the effectiveness of general study skill enhancement on the learning of a second language. Subjects were high school students deficient in study skills. They were enrolled in an after-school cooperative study skill tutorial program. After diagnostic screening, students completed the intensive tutorial program using selected materials developed by the teacher. On completion of the program, the students were tested again, and parents and students were surveyed concerning program participation and results. Student skills and attitudes were found to have improved. Both students and parents made favorable comments about the tutoring. Two additional indicators of program success were increased attendance and better grades. It is concluded that teachers and educators should learn new methods of literacy education to help students attain excellence in native language study skills before learning a foreign language. Program materials and evaluation instruments are appended. (MSE)

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STUDY SKILLS AND FOREIGN LANGUAGES: A Study of How to Strengthen Study Skills Through the Foreign Language Disciplines

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Submitted to
The Faculty of Nova University
Center For The Advancement of Education
In Partial Fulfillment of the Requirements for
the Degree of
Master of Science

by

Mireya, Bernal-Greco, Wenthold

Fort Lauderdale, Florida
May 30, 1984

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ABSTRACT AND INDEX

STUDY SKILLS AND FOREIGN LANGUAGES: A Study of How to Strengthen Study Skills Through The Foreign Language Disciplines.

Mireya Bernal Greco Wenthold, 1984: Practicum Report, Nova University, Center for the Advancement of Education.

Descriptors: Study Skills Instruction/Foreign Language Education/Middle Secondary Education/Bilingual Schooling/ Learning Foreign Language Laboratories/Individualized Instruction/Program Descriptions/English-Speaking/ Spanish-Speaking/Second Language Learning/Foreign language Programs/Program Evaluation/Self Concept

This practicum was implemented to identify and aid a group of students enrolled in foreign language studies and who were deficient in the development of study skills. Hence, the program's plan showed that pupils who lack study skills in their native language develop unsatisfactory results in foreign language learning.

The program's basic components were: screening, services, evaluation, and recommendations. After a series of screening devices, pupils continued in a regular language classroom setting. However, after school hours, a tutorial program was implemented for the sample group to strengthen their study skills. At the completeness of the program, the students and their parents stated favorable comments. The methodology and training process increased students' progress in study skills, and it also developed a positive attitude toward learning.

The increase in attendance and better grades were two major factors in this study that undoubtedly showed a study skills program can serve the needs of the students. Consequently, language teachers and administrators must allow themselves to retrain and reeducate themselves in new methods of literacy instruction. With this in mind, the students can gain "excellence" in their native language before exercising foreign language learning.

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1. PURPOSE

Background

The setting of this study was in a comprehensive high school located in a fast growing area in the state of Florida. It is one of five public schools in the county. This school was built in 1949 with major renovations being completed in 1976-1984. The plant facility is designed to provide for instruction in a variety of academic and non-academic courses. It consists of nine separate buildings as well as several portable classrooms.

This school attempts to communicate on a regular basis with the community and the parents of its student body. Both parents and community constituents are urged to become involved in policy-making and extra curricular activities.

Due to the relatively transient nature of the area, student enrollment at this high school has been marked by instability in the last few years. As of December 1, 1983, there had been 140 withdrawals and 117 entrants, as recorded by the Guidance Department. Enrollment varies among the four classes. The freshman class is the largest with 498 students, the sophomore class has 376 members, the junior class has 362 members, the senior class is the smallest with

333 members (seventy percent of whom have attended this high school for four years). The total enrollment is 1,568 students.

Students at this school are primarily from a high socio-economic background and 69% of the seniors plan to attend some post-secondary school. The remaining 31% of the student body is comprised of those students from a low socio-economic environment. Fourteen percent of those students belonging to this category, are bused in daily - on county provided transporation.

Interestingly enough, the school's fall survey indicates that 92% of the students' parents completed high school. In fact, 62% of the parents completed some form of post-high school education.

The writer is currently employed as a full time Spanish and English teacher. The responsibilities consist of teaching Spanish to ninety students ranging from 9th through 12th grades. These students are characterized with mixed academic abilities. Additional duties require English to be taught to 70 English speaking students (ranging from ninth through eleventh grade) who are below standard on the State Student Assessment Test, the County Diagnostic Test, or the California Achievement Test. These students' report card grades are 60% below average in communication skills. This results in these students to be unprepared to acquire mastery of foreign language study.

In the school where this practicum was conducted, the foreign language teachers and honor students maintained a cooperative tutorial program. By this method, pupils' study skills were reinforced and their performance was enhanced. This tutorial program was implemented after school hours for a period of thirty minutes or more, if necessary.

Problem

One responsibility of a foreign language teacher is to continuously assess the instructional program and improve the curriculum. New ideas are often needed to aid teachers in presenting foreign language lessons, and thus, to more adequately teach specific concepts. One factor based on the writer's observation was the currently ineffective way of developing new strategies. This failed to assist the students in improving their study skills in their own native language, as well as, in a foreign language.

The target group (for which this practicum was designed) consisted of pupils below standard in the communication section of the State Assessment Test. They scored 60% below average in these skills. According to another finding by the writer, the participants' attendance was very inconsistent and their behavior was poor due to lack of parental support and low self-esteem.

The methodology utilized to solve, in general, the negative results encountered by the participants of this practicum originated from the author's own interest in study skills studies and foreign languages acquisition. Language teachers must never forget that these important aspects of the learning process correlate with each other. By studying another language, studies have shown, that students will be provided with greater exposure to all other subject areas. The study of language arts through Latin clearly illustrates this example.

If the foreign language is to be useful, it must consist of a set of habits which are as deep as the opportunity for practice allow. We, foreign language teachers, realize that when a student begins to study a foreign language his learning cannot follow the slow natural processes by which he learned his native tongue. There is not enough time, nor could any school situation duplicate the opportunity for constant practice and correction which the student receives from his parents, his siblings, and playmates. Furthermore, we know that the essential steps of learning a foreign language must be the same; foreign language habits, like those of the native language, are formed through effective practice - correction and practice. In other words, our prospective candidates, in order to learn a foreign language, must have these prerequisites mastered so that they satisfy their progress in their native tongue, as well as, in the second language. Moreover, a correlation between language arts skills and foreign language study was desperately needed.

Self-concept was another major problem, reflected in the county wide survey given to the language teachers. Students showing negative attitudes jeopardized their second language learning. Therefore, it was very essential for the target group to view the second language group in a positive manner.

As a result of the problems encountered with the target group, the major objective of this practicum was to improve

the students' listening, comprehension, writing, and speaking skills in their native language; thus enhancing their foreign language progress with success at least with 80% mastery.

Another major purpose of this study was to develop a unit for teaching study skills to ninth through twelfth graders. These skills were suggested to be used in any subject area to increase students' trust in communicating bilingually.

2. RESEARCH

The necessity to develop a correlation of structural study skills between foreign language study and native tongue learnings, is a widespread concern among foreign language teachers throughout the nation.

After examining various series of high school level Spanish textbooks, the writer concluded that very little was done to alleviate study skills problems of students taking foreign language. Another finding was the absence of study skills and the lack of self-concept reassurance.

James A. Beane (1983) noted that as a stage in human development, young people undergo dramatic change and re-orientation in all areas of development: physical, cognitive, and social. Therefore, Beane stated, it is evident that students can explore new ways of learning without fear, but careful studies of their present environment and academic efficiency must enhance self-perception. He felt teachers, unintentionally, tend to overlook these important factors of student growth. Furthermore, he found, once these hidden abilities were observed, the learner would achieve positively.[1]

After reviewing the literature from the book of Helen Robinson and Bernard Spodek (1956), this writer observed the

need to improve human relationships which would help students link past and present. Also, it would enhance their opportunities for success in academic and in real life pursuits.[2] Robinson and Spodek cited additional urgent reasons for good language development.

Illinois Congressman Paul Simon (1979) recommended to the President's Commission the need to bolster foreign language studies in our nation's schools. The following are three of his major recommendations: to bring new methodology and curriculum, model program design, and payments of a dollar amount to schools for each student who signs up for a foreign language course. "The program must be revived and not be removed from our public schools," Simon stated.[3]

Odey Hager (1983) stated that recent evidence indicates that bilingualism may result in greater verbal flexibility and in an earlier development of awareness of the unreasonableness of the relationship between words and their concepts.[4]

Thomas G. Devine (1981) proposed that it appears that a student's motivation and self-concept play a role in whatever influence schooling has. In addition, he stated that those who have chosen to teach have powers (sometimes more incredible than realized) to affect our students.

As teachers, we discover what does and does not motivate them; we help them develop positive images of themselves as successful learning, growing human beings. We also teach them how to use those skills and mental processes which seem to be involved in thinking, memorization, academic ability, and intelligence.[5]

In reviewing Renee Vorhaus (1984) the writer of this practicum concluded that the difficulties students have in foreign language study are caused by being illiterate in their own language acquisition. Vorhaus' compilation of information shows that once the students are proficient readers in their native language, they master the fundamentals of orthography, basic vocabulary, grammar rules, and syntax of the second language. She also stated that educators must anticipate differences of backgrounds, experiences, interest, attitudes or values. All kinds of discrepancies must be kept in the educator's mind before his pupils can absorb his teachings. In addition, Vorhaus discovered that the strategies used to teach English often do not hinder learners of foreign languages. For example, telling a student that he neither needs to read or translate every word makes sense to him intellectually, and the application of this strategy is very common for all language learners. The feeling of uncertainty is experienced by both native and foreign language student.

Finally, Varhause recommends the teaching of trust. By putting the pupils in control of their reading situation and giving them confidence they can deal with their reading material.[6]

It is very important, studies have shown, that students realize that the vocabulary, grammar, and word order of the second language differ from their own; but that the real reason for using language is solely to communicate information,

ideas, or feelings. It is the quality and approach of their thinking that will determine their understanding of any reading material, whether in their native tongue or other languages. Understanding the author's ideas, and not just the words, is an essential aspect to our learners in any language.

Vorhaus suggested:

> "Understanding of the whole in order to lead to an understanding of the parts will develop confidence and it is merely a different code that leads to interactive communication with the author."[7]

Eleanor J. Gibson (1973) maintained that competence in the spoken language is also an essential first step in learning how to read in any language. She believes that learning to use spoken language, learning to discriminate between graphic symbols, learning spelling sound correspondences, and learning to handle larger units of structure are just as important to study a foreign language, and thus improve language learning ability.[8]

In order to establish an effective foreign language study skills program for the thirty participants in this practicum, the writer met with the foreign language coordinator, department head, and colleagues to discuss the possibility of implementing a study skills program in the foreign language department, as well as, language arts.

The selected target group who participated in the study skills program remained in the regular classroom with

the same teacher and tutorial honor students. The regular classroom teacher, however, provided all the academic disciplines of the study skills unit. The principal and coordinator gave permission to implement the study skills unit because it was already a new goal for the 1983-1984 school year curriculum.

In order to meet the needs of the target group, the writer used a wide variety of study skills materials available in the school and in the county. Other materials were developed by the regular classroom teacher.

3. METHOD

A very important step in implementing this practicum was the selection of those materials developed by the classroom teacher and used by the county. After selecting the sources a training session was provided to the tutorial honor students and parents assisting. The writer explained the procedure and purposes of the Study Skill Program Through Foreign Language. Soon after the training session, the writer provided a comprehensive survey to all county language teachers and a survey to the target group dealing with study skills. The target group had the same teacher for English and Spanish.

A pre-test called hm Study Skills Diagnostic Test designed to provide an introduction of study skills for all 8th, 9th, and 10th grades and used by most language arts teachers in the county was administered to analyze the mastery of study skills. After the pupils completed the intensive study skills program taken from a series of excellent materials used in the county, the writer again administered the competency test as a post-test. A comparison of the pre and post-test was the final step in implementing the solution strategy. It was the writer's goal

to show an increase of at least 80% mastery of the study skills presented.

The following charts and list showed the specific dates, materials and activities that the writer used during the implementation of this study.

1. "How to Study Greenwave Style". This booklet was designed by the Language Arts Department in order to assist the pupils and teachers with specific strategies on how to study and improve their grades. (Appendix E)
2. A basic study skills questionnaire. This was based upon three chapters of study skills to reinforce those skills that students need, not only in their English courses, but in all other areas.
3. A notebook. It was developed to guidelines, and organizing information. Each pupil used a notebook set up into five steps with emphasis enhancing their vocabulary and remembering material studied daily in the class. This notebook was evaluated every two weeks and quizzes were given from notes taken. The notebook also was used for open book tests to reinforce organization.
4. Studying with Mini-Flashcards. These were designed for studying vocabulary individually or with classmates. In addition, this gave the parents a way to assist their children with homework.

5. Studying with a Tape Recorder. The recorder assisted students to hear themselves and remember material lectured. Four steps using a tape recorder were introduced.

6. Language Master. Tapes and records were very effective in making possible the additional sustained practice which language learning requires.

7. Spelling through Music. This was designed to bring enthusiasm and increase spelling with music, (Mariellen Martin 1983).

8. Oral Practice Activities. Verbal communication and listening opportunities are an essential part of language acquisition. Newspaper articles allowed this practice which was correlated with grammar units.

9. Private interviews. Interviews between teachers and participants assisted in their pursuing of goals.

10. Principals, counselors, deans and peers conferences. This was an essential factor in developing effective self-esteem.

11. Plays and games. Those which relate to study skills and behavior were excellent exercises. The literature work The Wave was a tremendous asset to the study of discipline and individualism.

12. Filmstrips, movies, and video tapes. These materials helped the students to increase comprehension and strengthened their goals in search of a career.
13. hm Study Skills Program Teacher Text. It was designed to give a brief overview of Study Skills. It also assisted the teachers to coordinate all efforts in teaching study skills.
14. hm Study Skills Program Student Text. It was designed to provide an introduction to study skills for all 8th, 9th, and 10th grade students through a series of twelve activity-oriented units, each of which required one period of class time.
15. "Help Your Child Become a Better Achiever". This was a competency skills program used in the county. It helped the parents prepare their children for competency tests.
16. Testing English as a Second Language. This book helped both classroom teachers and trainers to make sound assessments of standardized tests.
17. "Have a Dream Booklet". This booklet was designed by the participants and its purpose was to allow them to express new ideas.

DAILY LESSON PLANS

PRODUCT	OBJECTIVES	PROCESS	MATERIALS	DATES	TRAINING
(1). Permission	To conduct a survey among county teachers and target group To analyze study skills defficiency among English and foreign language learners	School Principal, Foreign Language Coordinator, and Department Heads County Language Arts Director	Teacher made questionnaire (Appendix B	Jan.31, 1984	Permission granted
(2). Identification of target group for practicum	To select 30 language pupils at random and to find proficiency of their study skills	Foreign Language teacher and English Department Head	Names of pupils were chosen from a box.	Feb. 1984	Staff was very cooperative
(3). Diagnosis of target group Unit: Evaluating your study skills	To administer a pre-test To determine existing knowledge of study skills	Practicum Researcher	hm Study Skills Diagnostic Test and teacher's made questions Self Test on Study Habits (Appendix D)	Week One	Only 33% passed the pre-test. * Five students withdrew from the project after pre-test.
(4). Orientation of the Study Skills Program Unit: Self-	To assist and help students in reinforcing weaker skills	Researcher, target group, counselors, deans, school principal, and school psychologist	Staff assisted in reinforcing self-esteem and purposes of schooling Grammar and Composition by Prentice-Hall Inc. Self-Concept and Schooling by Robert Bills	Week Two	Individual conferences were conducted. The students suffered from peer pressure and were unable to answer questions truth fully.

Lesson Plans Continued:

PRODUCT	OBJECTIVES	PROCESS	MATERIALS	DATES	TRAINING
(5). Lectures and applications on notebook organisation, developing good memory, studying with flash cards, records and tape recorders. Unit: On Etymology	To arrange notes, to classify information and formulate a notebook which will record students' progress	Researcher and Target Group	Grammar and Composition by Prentice-Hall Inc.	Week Three	Students took notes, reviewed them orally, and took a test. Results of test showed that students needed constant supervision on their work.
(6). Units: Daily Reading in Any Language Short Stories Unit	To identify context clues and to determine the meaning that the author is conveying	Researcher, Tutorial Honor group, and Target Group	Eleanor Gibson (1973) Reading Program and Renee Varhaus (1984) reading workshop. Outlooks Through Literature by Scotte-Foresman, and Company (1976) Grammar and Composition by Prentice-Hall, Inc.	Week Four	The students discussed short stories orally. Quizzes were given to check reading comprehension.
(7). A test was given covering material learned thus far.	To determine and compile target group results in learning how to study	Researcher	Teacher made test and textbook, "Help Your Children Become Better Achiever" by William D. Koller		The test showed a 70% mastery. However, students still needed parental assistance and teacher's demands.
(8). Fimlstrip and movie on How to Study, Cassettes, Tapes, Communication Skills - oral discussion	To document more information and present examples from peers study styles	Researcher	County-wide Study Skills Program. How to Study and Psychology in	Week Five	Notes were taken and discussion was conducted satisfactorily.

Lesson Plans Continued:

PRODUCT	OBJECTIVES	PROCESS	MATERIALS	DATES	TRAINING
Item 8 continues:	To evaluate students' progress		Foreign language by Steven H. McDonough Study Skills Evaluation Sheet (Appendix E.) Foreign Language Laboratory		
(9). Unit: Improving Listening Comprehension and Taking Notes Unit: Speaking Skills	To record how well the students listen and reproduce material heard.	Researcher	Booklet: Have a Dream	Week Six	The program SQ3R was reviewed and exercises were given. The students were able to answer satisfactorily.
	To paraphrase important points mentioned by the teacher.		Poems, Newspaper articles, impromtus and literature-short stories		
(10). Units: Outlining and Summaries	To categorize important information taken from class, library workshop, and while studying at home.	Researcher and target group	Librarians, Library Skills Grammar and Composition Prentice-Hall, Inc.	Week Seven	The students reviewed two kinds of outlines (topic and sentence) and deloped outlines while writing paragraphs. They were also able to to summarized articles main ideas and supporting details.

Lesson Plans Continued:

PRODUCT	OBJECTIVES	PROCESS	MATERIALS	DATES	TRAINING
(11). Units: Taking different tests and remembering Unit on Poetry	To provide quidelines for memorization and using the Poetic Association Methods To provide techniques on taking tests	Researcher	Story: "If I Could Remember What I Read." Psychology in Foreing Language Teaching	Week Eight	Students participated in a study skills and library skills provided by the teacher and librarians. Students enjoyed writing Bio-poems, cinquain, haiku, and acrostics. Their favorite narrative poem was Abraham Lincoln. It was memorized and discussed.
(12). Units: Motivation through students from other countries such as Israel, Finland, Spain, and Panama Communication Skills Discussion How to Study a Foreign Language	To relate to the participants studying styles in other countries. To reinforce communication skills	Researcher, foreing exchange students and guest speakers	Guest Speakers, slides presentation, Dr. Rassias Video Tape-Language Professor, researcher's personal slides from trips overseas French Children Speak French Teacher's made worksheets	Week Nine	Students from other countries visited the class and presented interesting facts about schools in their native lands. The participants asked questions. One of their findings was the heavy load of courses a student must conduct. (14 subjects per semester)

Lesson Plans Continued:

PRODUCT	OBJECTIVES	PROCESS	MATERIALS	DATES	TRAINING
(13). Final Unit: Post Test	To evaluate the objectives success. To show improvement	Practicum Researcher and Target Students	Pre-Test; hm Study Skills	Week Ten	Anticipated 80% was reached. However, all the students showed improvement. The "Z" scores of all students improved from .3 to 1.0 deviation from the mean. Forty seven percent of the students passed the Study Skills unit after a vigorous training.
(14). Evaluation of Study Skills Program by the Target Group	To evaluate and obtain feedback from the pupils	Researcher, Target Group, and Parents	Final Study Evaluation Sheet (Appendix E) NASSP Bulletin 1981		Students were eager to give their imput and recommendations. *The project was extended due to test scheduling conflicts with the graduating class. Two participants worked with the principal, parents, and researcher to overcome their drug problems. They showed gratitute for everyone's concern.

4. RESULTS

The purpose of this practicum was to enable students enrolled in a foreign language study to become better achievers in native language study skills; thus enhancing their foreign language learning.

The actual implementation and presentation took approximately thirteen weeks to provide each student with individualized instruction and to assure an atmosphere of trust. This trust can be attributed to the success of the practicum's objectives. At first, the target group declined enthusiasm to exercise a new method of study. Nevertheless, the gathering, recording, and evaluating of information and applying their knowledge to new situations provided them with new devices to change their attitudes. As a result, the students were able to accept that a few fortunate individuals are "good at everything" and even the best students usually do much better in some subjects than in others. This kind of mental ability enabled the target group to "make the most of their potential."

It is gratifying to report that the 80% of proficiency anticipated by the writer was shown in the post-test given in May, as opposed to the 67% that resulted from the pre-test given to thirty students in February. Students' progress was determined on a weekly basis from their written and oral quizzes.

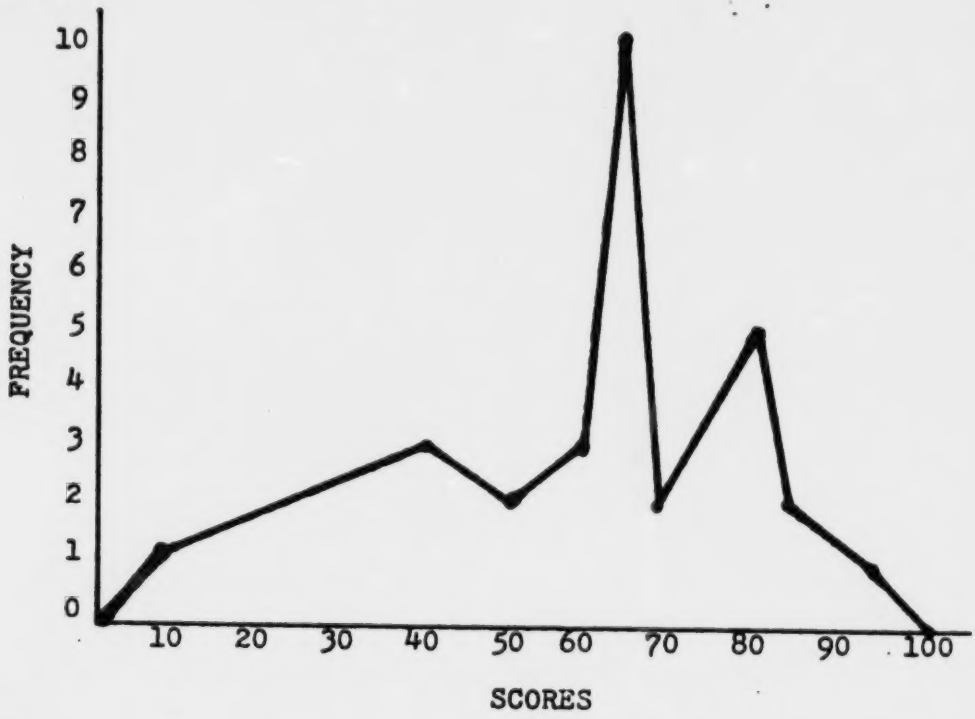
Throughout the implementation of the practicum, five students withdrew from the project as a result of their changing schools. The other twenty-five students worked vigorously to improve their study skills and reach meaningful foreign language competence. A questionnaire was given to the student to obtain imput concerning their experience on this study. While 18 students found their experience satisfactory, seven of them thoroughly enjoyed it, and attributed their "B Honor Roll" to the study skills program.

The guidance department also recognized that the constant parent involvement in their children schooling helped decrease absenteeism among the 25 students. The students were eager to present their reasons for being absent. Often the researcher made telephone calls and conducted parent conferences through a weekly outline which had to be signed by the parents. The strong support from the parents was the key to the success of this study. The attached figures on page 23 lists the results of pre and post-test and study skills student progress.

STUDY SKILLS PRE-TEST RESULTS

FREQUENCY DISTRIBUTION GRAPH

Figure 1.



SUMMARY

Mean: 62.5

Mode: 65.0

Median: 65.0

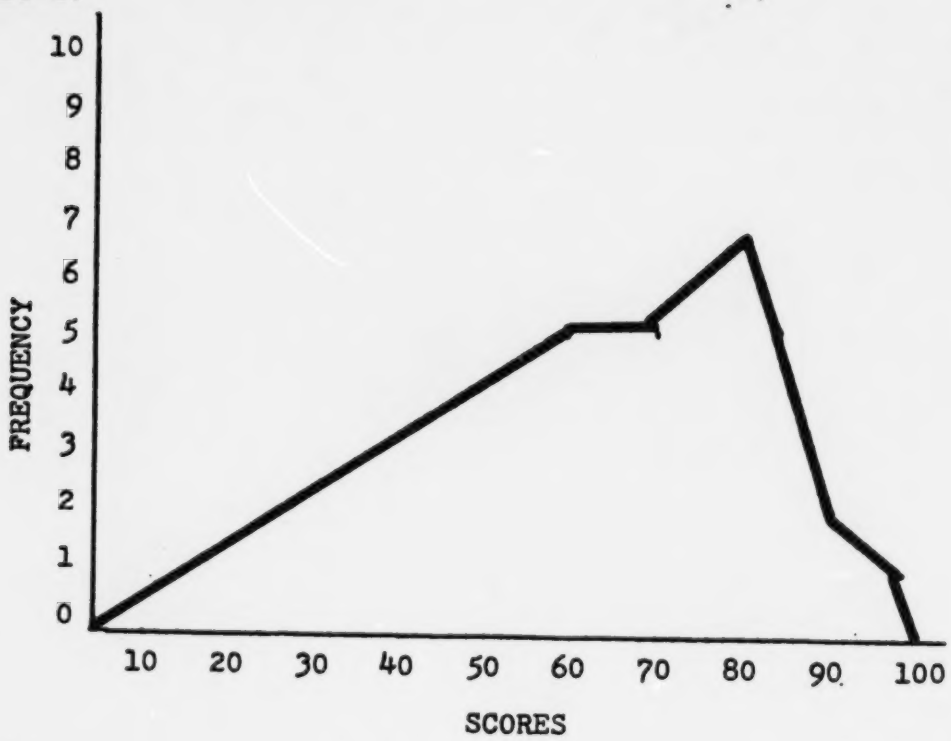
Range: 82

SD: 20

STUDY SKILLS POST-TEST

FREQUENCY DISTRIBUTIONS GRAPH

Figure 2.



SUMMARY

Mean:	76.5
Mode:	80.0
Median:	80.0
Range	38
SD	10.7

Figure 3. IMPROVEMENT OF (Z) SCORES

Pre-Test:		Post-Test	
Z =	1.6	Top Student Z =	2.0
Z =	0.1	Median Student Z =	0.3
Z =	(-)2.5	Lowest Student Z =	(-)1.5

* (Z) scores display how many "Standard Deviations" the scores are from the "Mean".

5. RECOMMENDATIONS

Any evaluation presupposes comparison based on definite criteria. In addition, evaluation requires that objectives be fixed and that areas for evaluation be established.[9]

A second language education demands such objectives. It requires a quite different and infinitely richer style of learning. Consequently, complexity of language is such that one cannot say whether language is behavior and what that might mean. Nevertheless, a successful enrichment program is desirable for our language learners.

Based upon the 1983-1984 self-study of the school where this study took place, a study skills program such as this one, was recommended to other language teachers in the building.

The writer feels proud of the accomplishments during this practicum and she gives appreciation to all the parents and librarians for their assistance.

Although, sufficient teacher-made materials were available, a great need for the English classes to develop strategies for teaching study skills at all levels requires immediate consideration.

While in conference with the county curriculum director, the researcher learned that a balanced and comprehensive program to teach study skills to all the new ninth graders for 1984-85 is being considered.

The researcher of this practicum recommended to the director that the effectiveness of the program will be revealed only if additional professional consultants are provided. In addition, a close cooperation among all personnel whose objectives are to direct their students to a path of self-discovery is the key to a successful program.

FOOTNOTES

FOOTNOTES

[1]James A. Beane, NASSP BULLETIN, (Reston, Virginia, 1983) pp. 63-71.

[2]Helen Robinson and Bernard Spodek, New Directions in the Kindergarten (New York Teachers College Press, 1965), p. 168.

[3]Paul Simon, NATIONAL ASSOCIATION FOR SECONDARY SCHOOL PRINCIPALS, (Reston, Virginia, 1981). Volume 65 (448), p. 168.

[4]Odey Hager, Personal Interview, Nova University Practicum Participant, (Fort Myers, Florida, 1983).

[5]Thomas G. Devine, Teaching Study Skills (Boston, Massachusetts: (University of Lowell, 1981), p. 7.

[6]Renee Vorhaus, Journal of Reading, (Newark, Delaware, 1984), Volume 27 (5), p. 412.

[7]Ibid.

[8]Eleanor J. Gibson, Linguistics for Teachers Selected Readings, (Boston College, Science Research Associates, Inc. Chicago, Palo Alto, 1973), p. 2

[9]Edwin T. Cornelius, Jr., New English Course-Translation of the Spanish-Language NEC Evaluation, (New York, N.Y. 1982) pp. 2-6.

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APPENDICES

PRE and POST TEST

hm
STUDY SKILLS PROGRAM
Level II

Developed by hm Study Skills Group

Author: David Marshak, Bureau of Study Counsel
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Reston, Virginia 22091

UNIT VII: HOW DO *YOU* STUDY?

INTRODUCTION

In the first unit of this Program, study was defined as anything that you do that involves learning. Study can be reading, listening, watching, thinking, or doing. In this unit, you are going to look at how *you* study, particularly when you are doing school work. Also, you will find suggestions that can help you learn to study more effectively.

STUDY ENVIRONMENT

Your environment is everything that surrounds you. Your *study environment*, then, is what surrounds you when you study.

Directions: Answer the questions below, and you'll develop a picture of *your* study environment.

1. Where do you usually study at home? _____

_____

2. What can you see around you when you're studying? _____

_____

3. What can you hear around you when you're studying? _____

_____

4. Where do you keep your supplies (books, paper, pens and pencils, etc.) for studying? _____

_____

5. Where do you study at school? _____

_____

6. Is there anywhere else that you study? If so, describe it. _____

_____

_____

WHAT IS A GOOD STUDY ENVIRONMENT?

People learn in many different ways. We are all individuals and have our own ways of doing things. So, what is a good study environment for one person may be different from that of another person. However, there do seem to be some parts of a study environment that are good for *most* people.

Can you describe what these parts are? In the spaces below, list what you think are *two* parts of a good study environment.

1. _____

2. _____

Description of a Good Study Environment

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

HOW WOULD YOU RATE YOUR STUDY ENVIRONMENT AT HOME?

Circle the word that best describes *your* study environment at home.

poor fair good

EXERCISE I

Directions: Each of the "stories" below describes one method that a person uses as part of his or her studying. Read each "story" and decide whether you think the method used is ***good***, ***fair***, or ***poor***. Write one of these three words in the blank below each "story."

1. Karen sat down at her desk after dinner and started to think about what she had to do tonight. "Well," she said to herself, "I have to read three pages about decimals in my math book and then do problems 1-10. For history I have to read the first ten pages in chapter three, the one about the first colonies. Okay, well, the math will take about forty-five minutes, and the history will take, oh, maybe half an hour at the most. Then I can call up Deirdre or listen to music. Or maybe Russ will call me. Or maybe I'll call him!" She opened her math book and started to read.

_____

2. Roger opened his science book to page 34 and started to read with the very first word on the page. He was in a hurry, so he didn't bother even to look at the chapter title or any of the headings. "Gravity is a force . . . " he read, and his eyes kept following the words down the page. Soon, however, his thoughts began to wander away from what he was reading. What was the name of that new girl in his science class? he wondered. And where had she moved here from? Was she ever cute! But would she even talk to him? Well, he could just go up to her and say hello. Five minutes later he'd finished the first section of the chapter and put the book down on his knee. He wanted to rest for a minute before he went on.

_____

3. It was ten minutes to nine, and Jack had reached the last page of his history reading. One more page about the American Revolution, he thought, and I'll be done. The American Revolution wasn't bad, but he really wanted to watch TV at nine. There was a really good football game on. Quickly his eyes raced down the last two columns of print. When he reached the end, he yelled, "Hooray!" and tossed the book on his bed. He raced downstairs and switched on the television.

_____

OUTLINING

An *outline* is a way of organizing and listing information. To make an outline, you first decide what the main ideas are. Then, below each main idea you list the various ideas and information that relate to the main ideas.

Read the paragraph below. Following it you will find an outline that is a good example of notes for that paragraph.

PARAGRAPH I

On January 16, 1920, prohibition went into effect in all parts of the United States as a result of the 18th Amendment to the Constitution. This amendment made the use of alcohol illegal, unless it was for medical, industrial, or religious purposes. The Volstead Act was passed by Congress to make it possible for the government to enforce prohibition. It set up an agency of 1500 agents who tried to make sure that the law was obeyed. However, during the next thirteen years until prohibition was ended in 1933, the law did not result in stopping many people from drinking alcoholic beverages. Instead, it led to the creation of a large business for criminals who illegally made liquor or smuggled it into this country, and served it in bars called "speakeasies" or sold it by the bottle.

Outline for Paragraph I

I. Prohibition - alcohol
   - A. 18th amendment— 1920
   - B. Volstead Act— agents to enforce it
   - C. Didn't work— criminals ignored it, so did many people
   - D. Ended 1933

EXERCISE I

Directions: Read the following paragraph and take notes for it in the outline form below.

During the 19th century, women in America had very few rights. All children, including girls, were considered to be the property of their fathers. When a woman married, she lost her legal standing as an individual and once again belonged to a man, this time her husband. The husband became the legal owner of all of her property and earnings. Also, women were not allowed to vote or hold public office. Generally, women were considered inferior to men and, thus, not deserving of rights. It was not until the 20th century that women began to win these rights.

I. _____

A. _____

B. _____

C. _____

D. _____

Language Questionnaire for Language Teachers

DIRECTIONS: Here is a list of some of the major disciplines required to learn a second language. Please place a check mark in the appropriate section.

Elements of Effective Performance	Demonstrates proficiency	Lacks Proficiency
1. Based upon your experience, the student wants to learn a second language.	_____	_____
2. Ability in pronunciation	_____	_____
3. Interest in reading current periodicals and literature by foreign authors	_____	_____
4. Knowledge of the cultural background and people	_____	_____
5. Knowledge of the English grammar	_____	_____
6. Motivation to learn beyond what is covered in class	_____	_____
7. Knowledge of English Language Spelling	_____	_____
8. Willingness to use the target language in the classroom	_____	_____
9. Ability to express him/herself fluently in English	_____	_____
10. Readiness to learn new material	_____	_____
11. Ability to comprehend the spoken language(target)	_____	_____
12. Taking responsibility for learning on his/her own	_____	_____
13. Willinesss to change self-perception	_____	_____
14. Commitment to study a second language	_____	_____
15. Completion of homework	_____	_____

Teachers's questionnaire

	Demonstrates proficiency	Lacks proficiency
16. Williness to listen carefully	_____	_____
17. Taking notes	_____	_____
18. Williness to keep a notebook	_____	_____
19. Parents support	_____	_____
20. Administration support	_____	_____

Part II

1. What grade level(s) do you teach?
_____

2. How many students do you have in each class?
_____

3. What language(s) do you teach?
_____

4. Do you believe the study of a foreign language should be correlated with language arts? Why?
_____
_____
_____
_____

5. Additional comments?
_____
_____
_____
_____

STUDY SKILLS QUESTIONNAIRE FOR STUDENTS

	Hardly Ever	Sometimes	Frequently	Always
1. I follow a daily schedule?	____	____	____	____
2. I study in the same place each day at a desk or table.	____	____	____	____
3. I keep distractions to a minimum (music, desk top clear).	____	____	____	____
4. I keep track of home assignments in a book or log.	____	____	____	____
5. I keep a long-term schedule or calendar of tests, projects, reports, etc.	____	____	____	____
6. I plan weekly reviews.	____	____	____	____
7. I take class notes.	____	____	____	____
8. I keep a notebook.	____	____	____	____
9. I have a notetaking system.	____	____	____	____
10. I study with friends.	____	____	____	____
11. I look up new words.	____	____	____	____
12. I keep track of new words learned.	____	____	____	____
13. I use the glossary.	____	____	____	____
14. I outline reading assignments.	____	____	____	____
15. I test myself(flash-cards, study questions)	____	____	____	____
16. I skim assignments before reading them.	____	____	____	____
17. I use the SQR3 method of studying.	____	____	____	____

questionnaire

	Hardly Ever	Sometimes	Frequently	Always
18. I pay attention to illustrations, graphs, etc., in books.	___	_____	____	____
19. I overlean the material.	___	_____	____	____
20. I actively participate in class (discuss, take notes).	___	_____	____	____

Note:

These questions were given to the student by the classroom teacher on an individual basis.

SELF-TEST ON STUDY HABITS

As a good beginning for improving your study habits, indicate how each item by circling the appropriate number.

1 never
2 almost never
3 sometimes
4 almost always
5 always

1.	Understand the assignments	1	2	3	4	5
2.	Jot down the assignments	1	2	3	4	5
3.	Ask the teacher when in doubt	1	2	3	4	5
4.	Use my study time in school	1	2	3	4	5
5.	Study at a regular time each day	1	2	3	4	5
6.	Select as quiet place as possible	1	2	3	4	5
7.	Avoid distractions	1	2	3	4	5
8.	Have materials ready before starting	1	2	3	4	5
9.	Get to work immediately	1	2	3	4	5
10.	Plan the order of my studying	1	2	3	4	5
11.	Attack more difficult subjects first	1	2	3	4	5
12.	Alternate between written and reading work	1	2	3	4	5
13.	Allow certain amount of time for each subject	1	2	3	4	5
14.	Relax briefly between subjects	1	2	3	4	5
15.	Make notes on important points	1	2	3	4	5
16.	Summarize mentally what I have studied	1	2	3	4	5
17.	Work until the subject is mastered	1	2	3	4	5
18.	Review my notes before class begins	1	2	3	4	5

Total Score _____
(add all circled numbers)

Name _____
Date _____

STUDY SKILLS WORKSHOP EVALUATION SHEET

1. I believe my study habits have improved.

1	2	3	4	5
STRONGLY DISAGREE				STRONGLY AGREE

2. I found the session on "Getting Ready To Study" to be helpful.

1	2	3	4	5
STRONGLY DISAGREE				STRONGLY AGREE

3. I found the session on "Where and When to Study" to be helpful.

1	2	3	4	5
STRONGLY DISAGREE				STRONGLY AGREE

4. I found the session on "How To Study: to be helpful.

1	2	3	4	5
STRONGLY DISAGREE				STRONGLY AGREE

5. I would like to participate in a group like this again.

1	2	3	4	5
STRONGLY DISAGREE				STRONGLY AGREE

6. I would recommend that my friends participate in a study skills group like this one.

1	2	3	4	5
STRONGLY DISAGREE				STRONGLY AGREE

7. Additional Comments:

STUDY SKILLS WORKSHOP
Parent Evaluation Form

Your name _____ Date _____

Your child's name _____ Teacher _____

As you are aware, your son or daughter has spent almost thirteen weeks reviewing positive study skills and habits. In order to evaluate this program, I would appreciate your help. Please respond to the following items:

1. How would you rate your child's interest in the study skills workshop?
   _____high _____average _____low
2. Have you observed any positive changes in your child's study habits?
   Yes _____ No _____
3. Would you recommend the study skills workshop to other parents?
   Yes _____ No _____
   Other comments (please use reverse side):

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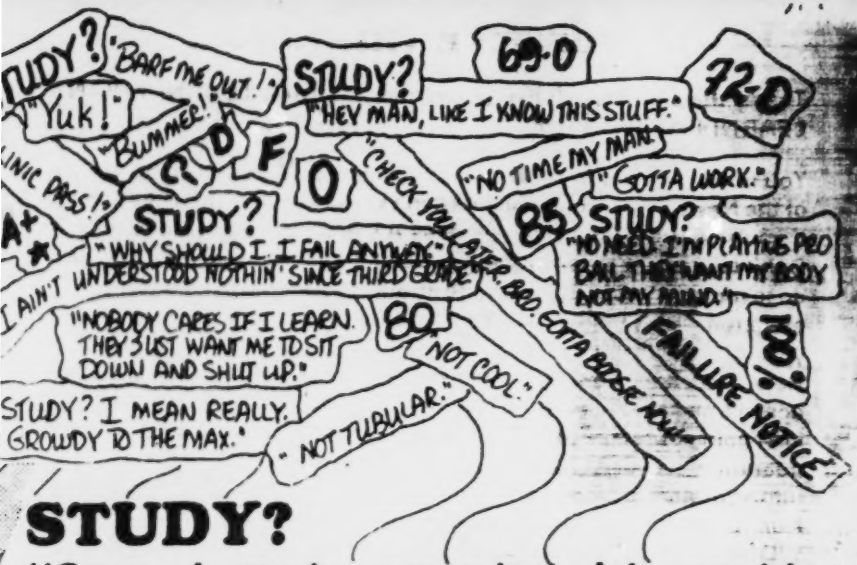

STUDY?

"Sure, I study everyday. It's no big thing if you've got your act together.

You sure don't hear that too often. For those two or three students who need to "get it together," I proudly present...

HOW TO STUDY
GREENWAVE STYLE

Who am I? I am Mr. Matter -- Mr. Green Matter. My friends call me the man with the plan, the greenie with the beanie, the wave who can save the day. Ready for the message? Read on...

YOU ARE GREAT! Do you grasp the significance of that statement? You are number one, numero uno, the best there is, Lee County's finest! There is nothing to stop you from reaching the top. Believe it! You can pass Latin. You can learn direct objects. Algebra? Why not! You can do it! But you have to believe you can.

POSITIVE THINKING...

That's the first step. Repeat after me, " I CAN LEARN! I WANT TO LEARN! I WILL LEARN!"

You're starting a new year. Unless you've recently been on the front page of the News Press, your teachers don't know who you are. They don't know if you're a brain who always makes A's or a struggler who prays for D's. Don't tell 'em. Keep 'em guessing. Don't drag into class like it's all you can do to move, or creep in like you're afraid of your shadow. Come in alert and prepared. Don't hide in the corner, sit up front where the teacher can see you.

Now, you and I know that just wanting something, or thinking something doesn't make it happen. Just thinking you can learn and wanting to learn isn't going to get it. Sitting up front will certainly help, but even that doesn't guarantee a good grade. You have to work at learning. It doesn't just ooze into your brain. There's no fairy godmother who goes ZAP you're smart. No, no, my friend. **LEARNING IS HARD WORK. STUDYING IS HARD WORK.** This brings us to...

SET YOUR GOAL. Maybe it's to pass English for the year. Or, maybe it's to have a pencil everyday. Okay, now break it down. Take it a week at a time. Have a pencil everyday for one week; then go to two weeks. Know what you have to do this week to pass and **DO IT!** Then go to the next week and **DO IT!** Oh, there are going to be hard times. "Rome wasn't built in a day." You may still forget some things and fail some stuff, but hang in there. **YOU CAN PASS.**

Maybe something's really easy for you, like math. Don't vegetate. Unless you're the best kid in the class, you can work harder. If it's easy for you make it pay big bucks. Be the **"BEST"** in the class not just "in the class." **KEEP THAT POSITIVE ATTITUDE AND SET THAT GOAL.**

No two people are exactly alike. Brilliant statement, huh?! For real though you have to know how you learn and study best. Maybe you like to study alone slouched in a chair in a cold dark room. You're weird man! Now me, I prefer light, a table or desk, maybe some soft music (this is no time for Benetar or Lionel Richie), and no interruptions. Whatever works for you is best though. When and how you study is more important than where. Things are hard enough in high school. If at all possible, I suggest a study base of operations. A place of your own, even if it's little, is vital to your sanity. Every once in a while I like to "pig-out," or for our campus preppies, "mac out." But not too much. Don't use munching out as an excuse for not studying. And **NO PHONE!** Don't talk for hours about all the homework you have to do -- **DO IT!** Little brothers and sisters can be a pain too. Get away from them, the t.v., the phone, all distractions. Find your place to study -- your private study place.

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That's about it. **SCHOOL IS WORK—HARD WORK**. Studying is part of the job. You won't get a paycheck for sitting under a tree daydreaming and you won't pass by goofing off, blaming your bad grades on everyone but you.

High school can be **EXCELLENT** or it can be the **PITS**. The way you spend your high school years is up to you.

You can make these some of the best years of your life, but you will have to work hard, study hard and always try hard.

That's the **GREENWAVE STUDY PLAN**. The final results are up to you.

GO FOR GREENIE!

You can make the Grade!

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*Louise and Doug Colligan, *The A+ Guide to Good Grades* (New York: Scholastic Book Service, 1979), pp. 69-79.

Don't lose your perspective. I'm not saying vegetate. "All work and no play makes Jack a dull boy." Learn to budget in time for recreation and exercise -- you need it! Also, sleep is muy importante! You can't do your best if you're super tired. Try to go to bed at about the same time every night. Pigging out on Twinkies, french fries and candy bars will do nothing for you but give you zits. **EAT RIGHT!** You're smart enough to know what's good for you. Your goal is to get smarter not fatter.

EXERCISE SLEEP GOOD FOOD

Now for some inside info...

GET IT TOGETHER -- BE PREPARED -- GET ORGANIZED

Be prepared!! You need to be ready for school. You just can't appear at FMHS and expect great things to happen. You've got to have your act together. What do you need?

1. **YOUR SCHEDULE**. Copy it down in homeroom, not just once or twice, make three copies. I told you from the start school was hard work! Tape a copy inside your locker door, keep another one in your notebook and leave one at home.
2. Oops, I said notebook and I didn't tell you that you need one. Well, you do. Get a **THREE-RING NOTEBOOK** and a set of dividers. Now, some teachers want a special notebook for their class. Okay, get some folders, too, but keep everything in the big notebook. That way you're ready for anything. Teachers hate to hear, "I brought the wrong folder" or "Can I go to my locker." Remember you're trying to keep the teacher guessing about what kind of a student you are. Don't make it obvious by being unprepared!
3. Get an **ASSIGNMENT PAD** and keep it in your notebook. That way you can write down all your assignments in one place and see everything you'll have to do that night. You might forget something if you flip from one section or folder to another.
4. You need a lot of **NOTEBOOK PAPER**. This is high school! Teachers don't like paper that's all raggady on the edges, the composition book kind. Remember to leave some paper at home too so you'll have plenty when you're doing homework.
5. People are always bumming **PENS** and **PENCILS** so you'll need a lot of those too. The best thing to do is make sure you always have a pen and pencil for yourself and let the other guy worry about himself.
6. You will certainly be hearing and seeing new words in high school. A good **DICTIONARY** will really come in handy.
7. A **THESAURUS** is not a prehistoric animal. It's a good reference tool to use when you're writing all those reports.
8. Check out the **LIBRARY**. The librarians are neat ladies. They can show you all the reference books and special materials available for you to use. They can suggest neat books to read for book reports. You need to definitely check out the library and the librarians.

Another thing that may come in real handy is a wristwatch. You only have so long for lunch. With a watch you'll know if you can hang out in the SUB five more minutes or if it's time to boogie.

10. You may need something to stash everything in if you have to go from P.E. at the pool, to biology, and then to English with no chance to get to your locker. A tote bag might come in real handy.

Now, you've got all your stuff; you've got your schedule; you're ready to hit the classroom.

COPING WITH HIGH SCHOOL

TEACHERS

For the most part, you're going to love FMHS. It's great. It's the best school in the whole country. The reason it is the best is because the teachers and students work together to make it the best. We've got a fantastic bunch of teachers here, but there may be times when you just don't hit it off in a class or with a teacher. Could be lots of reasons: the teacher-you just don't like each other; the schedule-there's just too much to do; the content of the class-it's really boring; the class-a lot of your friends are in the class too. What do you do? How do you cope?

First, you don't let the bummer class ruin your life. You have five other classes. They can't all be bummers. (If they are, the "bummer" may not be the classes.) Let your favorite class be something you look forward to. Keep thinking positively.

Second, don't create problems for yourself. Okay, the class is the pits -- don't make it worse. Be prepared, be on time, pay attention. You're trying to deal with the situation, but one day things explode. Don't you explode. COOL IT! Count to three hundred if you have to, but COOL IT! Maybe later after everything's cooled down, you can talk to the teacher and try to straighten things out.

Go to your counselor if you're really having problems and see if the counselor can suggest some ways to handle the problem. Make sure you aren't doing something that ticks the teacher off. Are you always clowning around? Are you unprepared a lot? Are you sleeping or goofing off in class? If you don't like being nagged, get your act together. Remember, for all practical purposes you're stuck with each other for the year. Make the best of it. You may even learn to like each other.

SUBJECTS

High school is rough. If you've watched the news at all, you've seen the government wants to make school even harder. But what do you do when you get in that class that is really hard on you? First, you have to realize you're going to have to work, twice as hard as you do in your easier classes. You're going to have to really pay attention. If it's a hard class, you have to listen to everything! Ask questions. Don't sit there confused; ask for help.

SCIENCE

1. Learn the vocabulary of science. Master scientific terms by memorizing them.
2. Read your science textbook in a systematic way.
3. Use what you already know as a basis for learning new material.
4. Try to relate every new idea to something in your own experience.
5. These are the kinds of questions you'll usually be asked on science exams: What is the definition of a particular term?
   How does a certain structure work?
   What is the structure a part of?
   Draw the structure or label a drawing of the structure.
6. Follow your teacher's laboratory demonstration carefully.
   - Listen and note the purpose of the demonstration. What new theory or principle is being shown?
   - How does the demonstration illustrate something you already know?
   - Take down notes on what you see and what the teacher emphasizes.
   - Write down the procedures used as well as the conclusions or generalizations you can make.
7. Do your laboratory experiments carefully.
   - Know ahead of time what you are supposed to find out.
   - Follow the directions word for word.
   - Work in a neat, orderly, and systematic way. Don't rush.
   - Keep accurate notes. Don't rely on memory.
   - Write up your experiment completely on the same day you perform it.

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FOREIGN LANGUAGE

Learning a new language proceeds in specific steps which must each be mastered before moving to the next. Daily systematic preparation and review of your foreign language is absolutely vital.

1. Read each assignment at least three times. Skim at first just to get the general sense of what it is about. Reread it a second time, going through and noting new words or unfamiliar constructions. During this second reading, look up things you don't understand. Once you have deciphered new words and structures, read the assignment through slowly and carefully a third time.
2. Learn the new vocabulary.
3. Study the grammar of the new language thoroughly. Understand each rule. Memorize its exact meaning.
4. Practice and review the new language as often as possible.

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aren't great in every subject. Some people can ace English and history but can't do math or science. Every subject has its own peculiarities. You can't study every subject the same way.

*HISTORY—SOCIAL STUDIES

1. Get the big picture at the beginning of the course. Study the table of contents, headings and subheadings. Re-read the table of contents periodically to keep everything in chronological order.
2. Pay close attention to tables, charts, and maps. These visuals present the written material in a new way.
3. It's a good idea to list key names and events together, then study from the list for the exam.
4. Read a novel about the period you are studying in history. Sometimes reading a fictionalized account of the period will make it seem more interesting.
5. Do a report on some other aspect of the period. Personalize history in some way to make it easier for you to fit in information about a particular time.
6. Make a time line. Get a long sheet of paper and list the important dates in a line moving down the page. Alongside these dates, write down significant names and key events in your own words.

*MATH

1. Learn the vocabulary and rules from memory. Math uses words as well as numbers, and you can't use its language without knowing the principles and jargon. Learn exactly what words like **AREA, VOLUME, PERIMETER, TANGENT, PROGRESSION, RATE,** or **FACTORING** mean.
2. If you miss a class, see your teacher at once to make up the work.
3. Get friendly with a classmate who is good in math. Take advantage of family members who are good in math.
4. Try to connect each new math problem with one you already know.
5. Think along with your teacher as he works at the problem. Don't copy any problem down until after your teacher has worked it out and explained it.
6. Determine what each problem is asking.
7. Do your homework under test conditions. Time yourself to see how quickly and accurately you can complete each problem under pressure.
8. Triple check each part of your work as you go along.
9. Overlearn math concepts. Even if you understand something being explained, pay attention; learn it inside-out.

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class to help you. A lot of time it's easier to understand something when another kid explains it. Don't ever miss the class. If you have problems when you're there, imagine what will happen if you're absent! Save your old tests. If you don't understand your mistakes, ask the teacher. If teachers know you're trying, they'll help you all they can. Maybe you need a tutor. National Honor Society provides a tutor service. It's free. See your counselor.

TARDINESS

If you're late to class, you receive a detention. Talk about a bummer! Thirty minutes after school. But just think of the chaos if we all just walked into class whenever we wanted. No learning would ever happen. Maybe if you're always late, you should look at how you use that between class time. Do you really need to go to your locker before every class? No! You don't really need to see HER or HIM every break time. See HER or HIM at lunch and GET TO CLASS ON TIME.

HOMEWORK

Teachers are pretty good about letting you off the hook once or maybe even twice for not having your homework, but you should always try to have it in on time. Maybe the teacher will even let you bring it in late. What really bugs teachers though is the kid who never has his homework but always has an excuse.

BAD GRADES

When you make a bad grade on a test or a paper, don't ball it up and see if you can make "two" in the can. Keep the test or paper. Collect your papers -- good and bad. Old tests and work really help you to zero in on mistakes you make frequently. You also get a good idea of the kinds of questions that teacher asks most often. A lot of times if you'll talk to the teacher after class or before school there may be an extra credit assignment you can do to help your grade.

BAD REPORT CARD

You know before you get the report card if you are doing bad in a class. For the most part, the teacher will have given you a deficiency report after four weeks of class. You know though what you have and haven't done in the course. Don't wait until a week before the quarter ends to ask if there's anything you can do to help your grades. It's a little late then. If you do fail for the quarter, you have to decide how you plan to help yourself improve. You know what you did to fail; now you'll have to decide what to do to pass.

LISTENING -- NOTE TAKING -- READING

LISTENING

Since you're in a class for 55 minutes anyway, you may as well listen to what's going on. You may need some hints on how to listen effectively. Here they are:

1. If you know the teacher is going to lecture on the Boston Tea Party, read about it the night before. You'll be able to follow the lecture more easily.
2. Be on time and ready to take notes when the bell rings. Most teachers say in the first few minutes of class what they'll be covering. It's real hard to figure out what's going on when you're ten minutes late and don't have a pencil.
3. Try to concentrate on the lecture. If you just had an unbelievable fight with your boyfriend, it may be next to impossible to deal with square roots. But try. Try to block out the problem and listen to the explanation. If you don't, then you have the problem with your boyfriend and the problem with your math teacher.
4. Sit in the front. It's easy to listen and see what's going on. Be sure to listen carefully to the beginning of the lecture or explanation. It is then the teacher will tell you what he's going to explain. Be sure to listen carefully to the end of the lecture or explanation. It is then the teacher will tell you what he has explained. If you have a question, jot it down and ask it when the teacher pauses for questions.

NOTE TAKING

One of the most important jobs you do in high school is taking notes. No student needs to be told that it is important to take good notes, but most students can improve this technique with the application of a few simple rules.

1. Be prepared. That means have your notebook open, your textbook available, your pencils sharpened. Also, if you knew ahead of time what the lecture would cover, you should have read about it in your textbook before class.
2. Always date and title your notes.
3. Leave wide margins and space between main points so you can fill in other information when you find it.
4. Listen before you start to take any notes. It is the mark of a poor student to start writing as soon as the teacher starts lecturing. Listen until the speaker's main point is evident, and then get it in your notes in a brief but adequate way. Don't try to write down every word your teacher says BUT if the teacher repeats something over and over again, you can be guaranteed it's important. If the teacher writes something on the board or overhead, copy it down. Don't try to remember all the details and examples. Get the big, main points in your notes.

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5. Some people take notes in outline form. This enables you to see at a glance which points are main points and which are subtopics. Your English teacher can explain outlining to you. Ask.

6. Use abbreviations when possible. Don't get too creative. Work out your own system of abbreviations and stick to it. Your most important job is to listen, and you can't do that when you are trying to take down what your teacher says word for word. Abbreviations help you to write faster so you can listen better.

=	equal	w/	with
+	plus or and	w/o	without
i.e.	for example	info	information

7. Watch for Clues in the speaker's voice and words just as you do in reading. Often your teacher will say: "The next point is very important"; "There are three things to consider"; "An illustration of this is..." These are clues that will help you outline the lecture and put each point where it belongs.

8. Keep your notes brief. They are to help you study; they are not your memory.

9. Go over your notes after class. If you form the habit of going over your notes after class, you won't be the student who says sadly a week later, I can't make heads or tails of these notes."

10. Review your notes frequently. If you go over your notes before the next class meeting, you will find the next listening easier. You will also find it easier to answer those questions the teacher likes to ask at the beginning of the period.

Notetaking is not restricted just to class lectures. You should take notes you read. That doesn't mean copy the book! Pick out the key words, the dates, the definitions, names, series of causes, examples, or effects.

READING

GET THE PICTURE—THE BIG PICTURE. When you have a reading assignment, read the entire assignment rapidly to get the basic content - the **BIG PICTURE**. Pick out the main ideas (usually in heavier ink that the rest of the text). Practice asking yourself the **BIG 6: WHO, WHAT, WHEN, WHERE, WHY, and HOW.** Later when you read the material carefully, you'll be reading more intelligently and critically. **HOLD ON!** Did I just say you may have to read something twice. Yep, sure did. Babies aren't born walking; they have to learn; they have to practice, over and over again. What makes you think algebra or English or chemistry is any different? If you don't get it the first time, **READ IT AGAIN. THINK WHILE YOU READ!** Read with your mind, not just your eyes. Summarize what you've read. Say what you've just read in your own words. If you can't do it, re-read the material.

AVAILABLE

HOW DOES THE SQ3R METHOD WORK?

1. **SURVEY**

   Before you start to read, take a minute or two to SURVEY your assignment. This means to read the chapter title and all of the section headings. Also, be sure to read the summary paragraph and any review questions at the end of the chapter.

   Your SURVEY takes only a minute, but it will give you a good idea of what your reading is going to be about.

2. **QUESTION**

   Now go back to the beginning of your assignment and turn the first heading into a QUESTION. You can do this by asking "how," "what," "why," or "who" about it.

   If you turn the heading into a QUESTION, then you'll know what you're trying to find out when you start reading.

3. **READ**

   Now READ the section to find the answer to your question.

4. **RECITE**

   RECITE means this: first ask yourself the question about the section that you've just read; then tell yourself the answer that you've learned from your reading.

   RECITING is the step in this method that most helps you to learn what you've read. The best way to RECITE is to take *brief* notes in an outline form. WHY IS THIS?

   1. **Writing something down on paper helps you to remember it better than just saying it to yourself.**
   2. **Writing down the SQ3R questions and answers takes only a few minutes and gives you a record of what you've read that you can use later on.**

Below is an example of a good way to organize these notes:

I. QUESTION	I. Main idea of section A. Detail B. Detail C. Detail

Write the question on the left side of your paper, the notes on the right side. Taking notes in this way will help you later on when you want to REVIEW.

WHEN YOU HAVE FINISHED TAKING NOTES FOR THE FIRST SECTION, GO ON TO THE NEXT SECTION AND FOLLOW THE SAME STEPS:

QUESTION
READ
RECITE

5. **REVIEW**

When you've finished the QUESTION, READ, and RECITE steps for all of the sections in your assignment, then it's time to REVIEW. Cover up the right-hand side of your notes. Ask yourself the questions on the left-hand side, and see if you can tell yourself the answers. You need to look over your notes again for the questions you can't answer.

REVIEW takes only a few minutes and gives you another chance to make sure that you've learned the material. If you know the answers when you review, there's a good chance that you'll still know them a week or a month later when you have a test about them.

EXERCISE I

Directions: Read the textbook section on page 35 using the steps of the SQ3R Method. If you're uncertain about any of the steps, look back at the explanation on pages 32-33.

Do the RECITE step in the space provided below. (You'll find the QUESTION already written down to help you do this.)

I. What was a new way to travel?	I.
	A.
	B.
	C.

SKILL: Study Skills - Parts of a Book (title page)

MATERIALS: Textbook, teacher made worksheet

TEACHER DIRECTIONS: Using the Title Page of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

- -

SAMPLE ITEM:

Title Page Task Sheet #1

1. What is the title of your textbook?
2. Who is the author (s) of your textbook?
3. What company publishes the book?.

SKILL: Study Skills - Parts of a Book (Copyright Page)

MATERIALS: Textbook, teacher made worksheet

TEACHER DIRECTIONS: Using the Copyright Page of the textbook as a source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

SAMPLE ITEM: Copyright Page Task Sheet #1

1. When was your textbook first issued a copyright?
2. To whom would you write in order to get permission to reproduce material in the textbook?
3. How many copyright dates does your textbook show? What are they?

SKILL: Study Skills

MATERIALS: Textbook, teacher made worksheet

TEACHER DIRECTIONS: Using the textbook (or other instructional material) as the source, the teacher asks questions orally or provides each student with a worksheet similar to the one in the Sample Item.

SAMPLE ITEM: Table of Contents

1. On what page(s) do you find the Table of Contents?
2. How many units or chapters does your book have?
3. On what page does the story _____ begin?
4. Who is the author of _____?
5. In what story would you expect to read about dogs?
6. How many plays are in your book?
7. On what page does the glossary begin?
8. Does your book have an index of titles?
9. Does your book have an index of authors?

SKILL: Study Skills

MATERIALS: Glossary from dictionary or text

TEACHER DIRECTIONS: Have each student write a code message, using the respelling of the words in the dictionary or glossary. The student can exchange messages and decode them.

SAMPLE ITEM: the jentl wind barli bloo. - The gentle wind barely blew.

SKILL: Study Skills

MATERIALS: Short story, novel, poem, 3 minute egg timer

TEACHER DIRECTIONS: The teacher reads the title and introductory paragraph of the story to the class. The students are given three minutes to read the first sentence of each paragraph in their copies of the book. The students are divided into groups of 4-5. Each group is assigned a paragraph or short selection for the story.

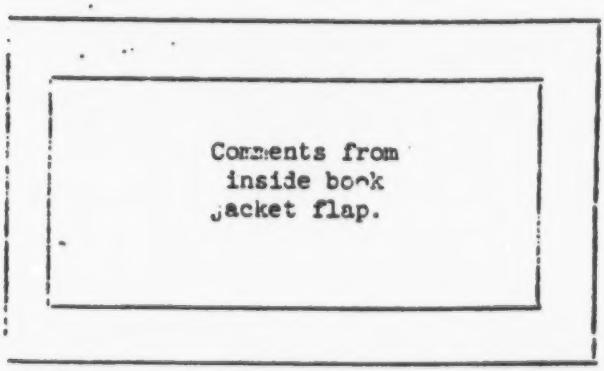
The groups are given three minutes to prepare a skit which depicts the paragraph or short selection. Since there may not be the same number of speaking parts as there are students in a given group, the students may have to play the part of scenery, sound effects, or in some cases several roles. Each group is given a maximum of three minutes for skit presentation.

SKILL: Study Skills

MATERIALS: Discarded book jackets, overhead projector, marking pencil, teacher made worksheet, construction paper, glue.

TEACHER DIRECTIONS: The teacher cuts the comments from the inside flap of the book jackets and mounts each on a sheet of construction paper. (If the title is included in the comments, it should be blocked out.) Each jacket sheet is numbered with the marking pencil. The teacher uses the overhead projector to show the book jackets to the class. Each student is given a worksheet that lists the book titles from which the book jackets have been taken. After reading a particular book jacket sheet the student matches the number on the book jacket sheet with the appropriate title.

SAMPLE ITEM: 1. Book jacket sheet



2. Worksheet Diagram

Directions:	Read each book jacket sheet. Write the number of the book jacket sheet next to the title which you think matches it.
_____	The Open Door
_____	Twenty-four Ghosts
_____	Dog in the House
_____	Visitor from Tobia
_____	Howl in the Chimney
_____	Trusty: My Penguin
_____	Lion People
_____	Boating for Beginners
_____	Traveling with Geese

ALTERNATIVES: The book jacket sheets can be packed in sets of ten with copies of the appropriate worksheet. These bookjacket sets can be arranged in a kit format and used at learning stations rather than for total class viewing with the overhead projector.

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SKILL: Study Skills

MATERIALS: Four or five books at various reading levels from each of the following categories.

a) Mystery
b) Biography
c) Poetry
d) Science Fiction
e) Travel
f) Sports
g) Animals
h) History
i) Crafts
j) Music

Teacher made worksheet, three minute egg timer

TEACHER DIRECTIONS: Each category of books is placed at a learning station. A card at each station tells the category. The class, in groups of 3-4 students, rotates from one station to the next at the three minute signal from the teacher.
At each station the students are to survey the books by

a) reading the title
b) reading the comments on the inside flap of the jacket (if there is one)
c) reading the Table of Contents
d) reading the introductory paragraph
e) looking at pictures and diagrams

After surveying the books at a station, the students should write the title of the book in that category that they would most like to take with them to read if they were to be stranded on an island for two years.

SAMPLE ITEM: Directions: You will be living by yourself on an island for the next two years. There will be no T. V., radio, or movie theater. You can however, take ten books of your choice.

As you survey the books at each station read the category card. Survey the books at each station. Decide what book you would like to take with you and write the title next to the appropriate category on this worksheet.

Mystery _____
Biography _____
Poetry _____
Science Fiction _____
Travel _____
Sports _____
Animals _____
History _____
Crafts _____
Music _____

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ALTERNATIVES: This list can be used as the basis of a self-selected reading list. If the student wishes to make a substitution in any category he is free to do so.

SKILL: Study Skills

MATERIALS: Pictures from magazines or newspapers illustrating some action or emotion, construction paper

TEACHER DIRECTIONS: Cut out pictures from magazines and attach each picture to construction paper. Underneath the picture write the following questions.

1. Who is the key person in this picture? Describe this person.
2. What do you think is happening in the picture?
3. What is a good title for this picture?

SKILL: ? Study Skills

MATERIALS: Teacher made worksheet, 20-25 books in various categories of fiction, nonfiction, (at least two different titles to each category).

TEACHER DIRECTIONS: This activity is used at a learning station or set up as an activity that students work on when they have finished their regular assignments. The books are placed at a station or on a table in the classroom. Each student is given a worksheet similar to the one in the Sample Item.

SAMPLE ITEM: Directions: You are a famous book reviewer for the New York Chimes. People are always asking your advice about books. On this worksheet you will find some letters which came in your morning mail. Read each letter. Then survey the books on the table. Write the title of the book which you think would help the person who wrote to you.

Dear Professor Bibliophile,

I love dogs, especially boxers. How can I find out more about them?

Sincerely,

Sally Snoop

Dear Professor Bibliophile,

My aunt has left me a rare tropical plant in her will. It is beginning to die. Help save my plant.

Yours,

Miss J. D. Van Slophopper

SKILL: Study Skills

MATERIALS: Textbook (or other instructional material), 3 minute egg timer

TEACHER DIRECTIONS: Students are assigned to teams of two. Team members alternate as recorder and scanner. The teacher writes one instruction on the board similar to those in the Sample Item. The students are given three minutes to scan and write down the information. The team with the most answers reads them to the class and receives one point.

SAMPLE ITEM:

1. Find the characters on pages 110-114.
2. Find the words on page 21 that begin with the letter "q".
3. Find the number of paragraphs on pages 97-104.
4. Find the words in italics on pages 53-71.

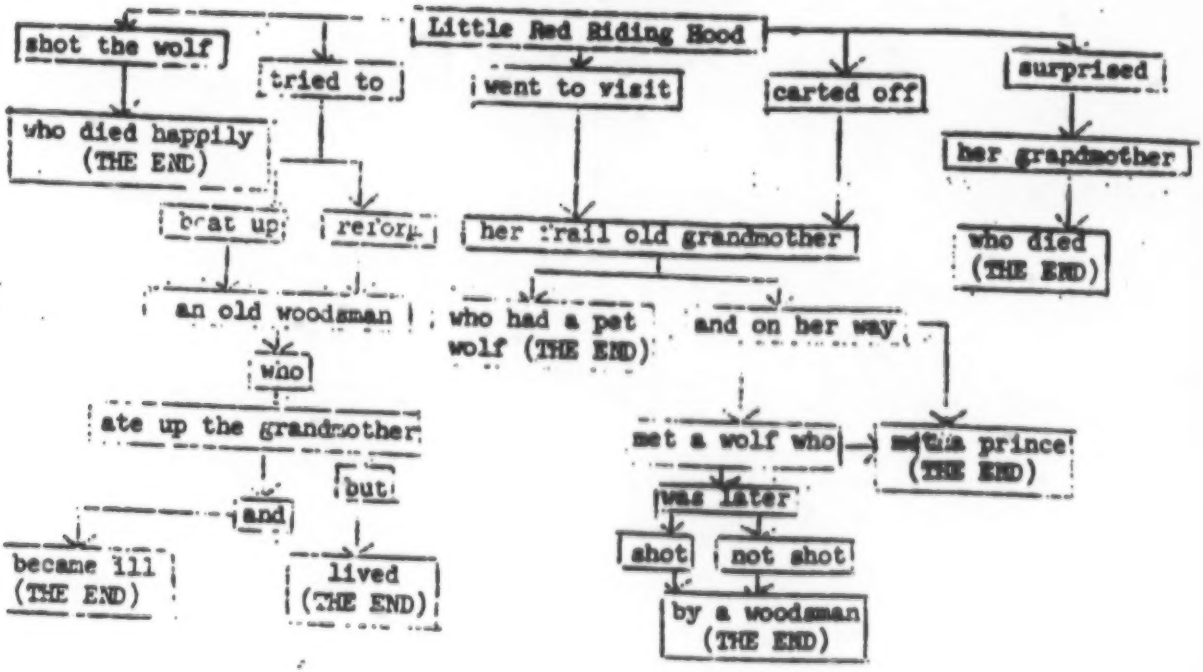
SKILL: Study Skills

MATERIALS: Story from textbook or other instructional material, 3 minute egg timer, teacher made worksheet

TEACHER DIRECTIONS: The students are given three minutes in which to skim the reading selection. During the initial lessons they are given worksheets similar to the one in the sample item. Subsequent worksheets have boxes in which the plot construction is omitted. The students are asked to construct their own Plotket Calculator.

SAMPLE ITEM: Directions: Read the Plotket Calculator. Use the words and phrases to make a sentence which best tells the plot of the story. Write the sentence in the space provided.

PLOTKET CALCULATOR



PLOT----Little Red Riding Hood went to visit her frail old grandmother and on her way met a wolf who was shot by a woodsman.

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SKILL: Study Skills - Following Directions

MATERIALS: Teacher constructed worksheet

TEACHER DIRECTIONS: Each student is provided with a copy of the test in the Sample Item. Stress that this is an individual test to be completed without conferring with fellow students.

- - - -

SKILL: Study Skills

MATERIALS: Bread, Peanut Butter, Jelly, Knife

TEACHER DIRECTIONS: Ask students to write directions on a piece of paper for making a peanut butter and jelly sandwich. Collect their papers and begin making a sandwich for each child according to the directions written. Directions such as "put the knife in the peanut butter then put it on the bread " will help the students realize the importance of stating directions clearly.

Following Directions
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SKILL: Study Skills

MATERIALS: Teacher made worksheet

TEACHER DIRECTIONS: The teacher reads the following instructions to the class.

SAMPLE ITEM:

1. Write down your age in years.
2. Multiply that number by 10 and add 5.
3. Multiply this sum by 10 again.
4. Add the number of the month in which you were born (count January as 1).
5. Subtract 50.
6. The first 2 numbers on the left will be your age and the next 2 will be the number of the month you were born in.

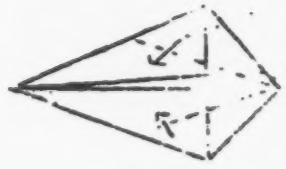
SKILL: Study Skills

MATERIAL: Enough sheets of paper for each student

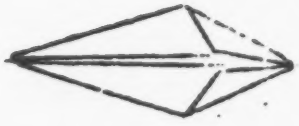
TEACHER DIRECTIONS: Reproduce directions for paper sculpture or simple magic tricks. If magic tricks are used students may perform them in front of the class.

SAMPLE ITEM: Directions: In this lesson we will learn how to fold a pigeon. We call it "Hato" in Japanese. This folding method is very simple for the beginners.

(1) Turn the paper over so that the side will be facing up. Picture 1 shows three dotted lines along which the paper is to be folded.

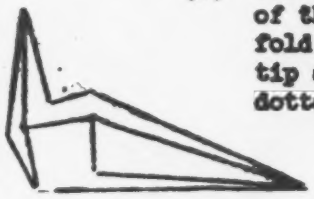


(2) First fold along the center dotted line, then open it and fold as shown in picture 2.

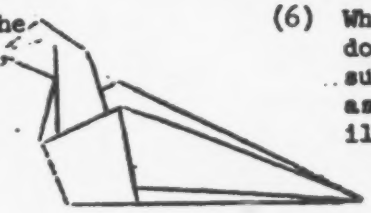


(3) After folding along the dotted lines as pictured in illustration 2, you get the above result.

(4) Now fold backwards along the center. Then fold upward and inward at the dotted line shown above.

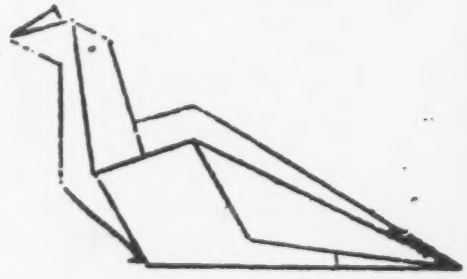


(5) For the beak of the pigeon, fold down the tip at the dotted line.



(6) When this is done, the result will be as pictured in illustration.

(7) Draw the eyes and wings to complete the pigeon.



SKILL: Study Skills

MATERIALS: None

TEACHER DIRECTIONS: Introduce cinquains by giving the students the following information.

Line one: One word, stating idea.
Line two: Two words of description.
Line three: Three words of action (preferably a phrase).
Line four: Four words of feeling or emotion.
Line five: One word restatement of idea.

SAMPLE ITEM:

Boredom
Dull, dark
Forced to sit
Wiggling, scratching, yawning, hot
Studyhall

Sunset
Red, purple
Time I love
Cool, restful, relaxing, fun time
Dusk

SKILLS: Study Skills

MATERIALS: A set description from a play.

TEACHER DIRECTIONS: Have students depict the set following the directions. Review with them that right and left refer to the actions right and left. Downstage refers to the part of the stage nearest the audience.

The setting for a play and an outline drawing representing a bare stage are given below. As you read the description, complete the drawing. Use simple circles, squares, and other simple outlines to show entrances, windows, furnishings, and properties. Label each item as it is drawn. Then follow the directions given for the action.

Note: The directions "right" and "left" refer to the actor's "right" and "left" and not to the audience's. "Downstage" refers to the part of the stage nearest to the audience.

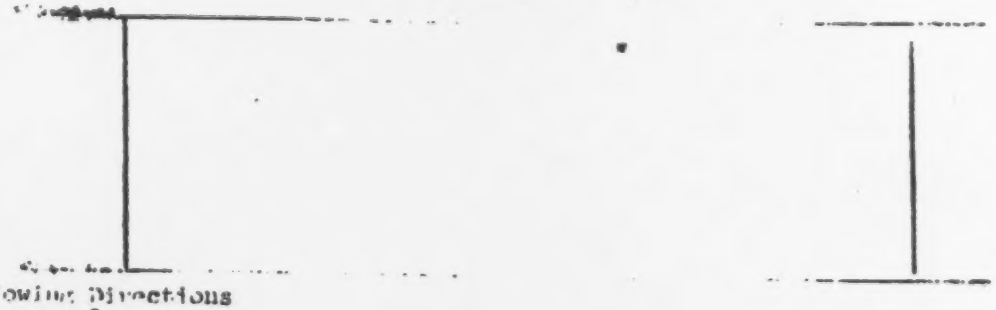
SETTING: First floor of the Smith home. To the left is the living room; to the right, a narrower dining room. Upstage from this is the kitchen. Through a wide arch in the upstage wall of the living room, a stairway is visible: Two steps, a landing, and a second flight turning to the right.

A picture window is centered in the left wall of the living room. Round tables, with lamps on them, flank the long sofa under the window. Opposite angles to the wall. Behind each is a standing light. A tall chest is to the left of the hallway arch; a spinet and bench, to the right. Floor-to-ceiling bookshelves fill the space between the fireplace and the dining room archway far downstage.

Midway in the right wall of the dining room are glass-panel double doors. Opposite these stands a buffet with a straight chair on either side. A china cabinet is to the right of the kitchen door; a tea cart to the left. A round table, with four chairs tucked under, occupies the center of the room.

A sink along the upstage wall of the kitchen is seen through the open door. As the curtain rises, the doorbell rings.

AUDIENCE



Following Directions
18

SKILL: Study Skills

MATERIALS: T. V. Guide

TEACHER DIRECTIONS: Students are asked to view a favorite T. V. program and write a summary. The students then check their summarizing efforts against the summary plot in the T. V. Guide.